

COMMUNICATION SKILLS IN STUDYING THE NORMS OF RUSSIAN WRITTEN SPEECH

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Abstract:

This article describes in sequence some problems of the norms of Russian written speech among foreign students and their communication in Russian, as well as various standards of communication skills required in speech culture classes.

Keywords: Student, consistent, Russian language, speech, norm, culture, errors, consistency, form, written language, communication, result.

Introduction

Many researchers (Y. A. Belchikov, E. N. Strelchuk) understood the culture of speech as a science, which is the mastering of the norms of the literary language in its oral and written form, while it selects and organizes linguistic pictures that allow in a certain atmosphere, while observing the ethics of communication, to provide the necessary result in order to achieve the set tasks of communication [2, p. 9]. We would like to stick to this position. In universities, for students, even for foreign audiences, such subjects as "Stylistics. Culture of Speech". They help foreign students master the culture of speech through this discipline.

In the methodology of teaching the Russian language for a long time, it was believed that the acquisition of the communicative culture of students is the accumulation of their experience about the language, so students can learn the culture of Russian speech only in their senior years. Painstaking work to improve and develop the skills and abilities of the culture of speech takes place already at the early stages of training foreigners (preparatory department, 1st year): students learn to build statements in a natural way and at the same time observe etiquette formulas in accordance with the norms of the Russian language. This solution in the methodology of teaching Russian as a foreign language is justified, since "a person learns the language both in oral and written speech, when he enters the environment of this communication in which he is" [2, p. 3]. It is indisputable that of all the significant concepts of a foreign language that a student must learn in the process of learning, vocabulary should be considered the most important from the psychological side, since if the vocabulary is poor, it is not realistic to master the language. The decisive lexical level of language is a word and a phrase. It illuminates all the leaps in society, which gives names to the objects around us. Through vocabulary, we are able to express various disturbances, moods, attitudes towards the speaker, the environment of communication, the connection between phenomena and concepts. The culture of speech also helps to show the human mind, through which a person who is (in) able to express a thought clearly and understandably is evaluated and perceived. Thus, the culture of speech is a conscious selection of words in accordance with their lexical meaning, lexical compatibility, appropriateness, expressiveness, and lexical norms are the rules for the use of words and the compatibility of some words with others. The term "norm" has firmly entered the use of the language and has become the main concept of the culture of speech. Academician V.V. Vinogradov put the study

of language norms in the first place among the most important tasks of Russian linguistics and the field of speech culture [1].

In modern linguistics, the term "norm" is understood in two meanings: firstly, a norm is the generally accepted use of various linguistic means, regularly repeated in the speech of speakers (reproduced by speakers), and secondly, prescriptions, rules, instructions for use, recorded in textbooks, dictionaries, reference books.

Such a general definition implies a number of special cases, i.e. the normative use of the words . So what is the normative distribution of words (Figure 1).



Figure 1. Normative distribution of words

The organization of purposeful and effective work on instilling the necessary speech skills in foreign students is possible only if the teacher is aware of the lexical disorders inherent in foreign students. Observations show that the same type of mistakes occur in the speech of different students, are repeated systematically, depending on the student's country. The appearance of lexical disorders in the Russian speech of foreign students is often due to the simultaneous influence of various factors:

1. Lexical disorders caused by intralingual and interlingual interference at the lexical-semantic level (long – long).
2. Lexical disorders caused by insufficient differentiation of semantic meanings of words that are close in semantics (to do – to commit).
3. Disorders caused by false identification of the similar sound side of different words (to have – to be able, to sit – to sit down).
4. Violations in the structure of lexical units: false synonymization of cognate words (aktovyy – active).

In methodological work, in order to instill the skill of speech culture in students, you can offer the following tasks:

- Exercises aimed at determining the meanings of a polysemous word (students need to analyze the composition of the word, the context and independently determine the meaning; exercises are supported by working with a dictionary).
- Exercises aimed at distinguishing nouns that are close in meaning: name, title, name, verbs to admire, enjoy, admire; verbs to use / to use, to use; apply/apply; use.

Lexical errors are associated with ignorance of the meanings of words and fixed expressions and their incorrect use in speech due to this ignorance.

Here are a few examples. A tenacious mistake was the use of the word *back* instead of "again", "again": "*He came to us back*", "*This street should be renamed back...*".

Journalists often begin a sentence with the words "in this regard" ("In this regard, I would like to recall recent events"). Most often, this phrase is used when the text does not indicate any connection between the previous and the next. Correct: "In connection with this...". Thanks to this combination of words, a connection is established between what has already been said and what will be discussed in the future.

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Of particular importance in the prevention of lexical errors is the problem of taking into account the native language of students when teaching Russian vocabulary and the problem of correlation of Russian words with the words of the native language of students, the intermediary language. When working on vocabulary, it is necessary to keep in mind that there are words whose lexical meanings are interlingual (social); equivalent (family, relatives); translatable (sun, water, nature), and there are non-equivalent, or those whose content is incomparable with a foreign lexical concept, for example: to leave not salted bread. However, it is necessary to refer to the native language of students only as necessary, since with excessive comparisons, confusion and confusion of similar forms are inevitable, due to which numerous errors appear [3, p. 18].

Next, let's consider what violations of the norms were encountered during the study in the media.

In all issues of the newspaper "Pravda Vostoka" there are many stylistic mistakes.

Stylistic mistakes consist in the violation of stylistic norms, the inclusion in the text of units that do not correspond to the style and genre of the text.

Stylistic norms determine the use of linguistic means in accordance with the laws of the genre, the features of the functional style and, more broadly, with the purpose and conditions of communication. Unmotivated use of words of a different stylistic connotation in the text causes stylistic errors. ("Gevorgyan, who played black against an international grandmaster, the champion of Russia, should

have only won"). The article is called "Entered the top ten", where the last phrase is as follows: "For the sake of fairness, it should be said that to enter the top ten strongest chess players in the world is a considerable victory."

Based on the above thoughts, communicative for the education system, to work with information, self-development as a person, general cultural and technological literacy, it has shown that the introduction of technologies, through linguistics, allowing you to keep abreast of scientific and pedagogical innovations and ensure the development of their use in the harmony of sciences, is an urgent task of our time.

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